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Mathematics

Module 7

Numbers Big and Small

Home Instructor's Guide: Days 10–18
and
Assignment Booklet 7B



Learning
Technologies
Branch

Alberta
LEARNING



Grade Two Mathematics
Module 7: Numbers Big and Small
Home Instructor's Guide: Days 10–18 and Assignment Booklet 7B
Learning Technologies Branch
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Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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Module 7: Numbers Big and Small

Daily Summary

Day 10

This is a continuation of Day 9, the concept of multiplication.

Day 10: Lesson 1

The student practises making equal groups of two.

Answers

1. a. 6, 6 b. 2, 2 c. 12, 12 d. 4, 4

2. The student may draw any picture of two objects in each box.



3. b. The student draws 10 pairs of socks. 20

- c. The student draws three elephants with two big ears. 6

- d. The student draws three packages with paper towels with two in each, and four packages of juice boxes with two in each. 14

Day 10: Lesson 2

The student makes equal groups of three. Assist the student when looking for items that are grouped into threes (three-legged stool, tricycle, and so on).

Answers

1. 21 2. 15

Day 10: Lesson 3


The student makes equal groups of four and five. Assist the student when looking for items that are grouped into fours and fives.

Answers

1. a. 25 b. 24 c. 12 d. 20

2. a. , 12

b. , 20

c. , 14

d. , 18

e. , 25

f. , 18

g. , 21

Have the student do the assignment for Day 10 after completing the day's lessons.

Day 11

This day continues with the concept of multiplication.

Day 11: Lesson 1**Answers**

1. , 4, 3, 12, 4, 3, 12

2. , 5, 2, 10, 5, 2, 10

3. , 3, 4, 12, 3, 4, 12

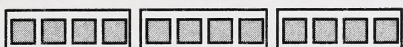
Day 11: Lesson 2


The student learns to make different equal groups with the same number.

Answers


1. 12

2. 12

3. 

4. 

5. 6

6. , 2 groups of 6

7. , 12 groups of 1

Day 11: Lesson 3

Discuss how some numbers can be made into different equal groups, while others can only be made into equal groups of one. Have the student try to make equal groups with 3, 5, 7, and 13 to further illustrate they can only be made into equal groups of one.

Answers

1. two groups of eleven, eleven groups of two, twenty-two groups of one

2. two groups of five, five groups of two, ten groups of one

3. three groups of five, five groups of three, fifteen groups of one

4. three groups of six, six groups of three, two groups of nine, nine groups of two, eighteen groups of one

5. four groups of four, eight groups of two, two groups of eight, sixteen groups of one

6. two groups of seven, seven groups of two, fourteen groups of one

7. four groups of six, six groups of four, twelve groups of two, two groups of twelve, three groups of eight, eight groups of three, twenty-four groups of one

8. five groups of six, six groups of five, two groups of fifteen, fifteen groups of two, three groups of ten, ten groups of three, thirty groups of one, one group of thirty

There are extension activities for Days 10 and 11.

Day 12

This is an introduction to the concept of division.

Day 12: Lesson 2

After the student shares the cubes equally among the cups, have the student empty the cups before continuing.

Answers

1. 4 2. 3 3. 3 4. 7

Day 13

This is a continuation of Day 12.

There are extension activities for Days 12 and 13.

Day 13: Lesson 3

Answers

1. The student draws three rows with five marbles each. 5
2. The student draws four rows with four cookies each. 4
3. The student draws three rows with seven seeds in each. 7
4. The student draws two rows with five flowers in each. 5

Have the students do the assignment for Day 13 after completing the day's lessons.

Day 14

This is a review of Module 1.

Days 14 through 17 are a review of concepts learned in Modules 1 through 4. This is meant as a refresher and reinforcement of those concepts, as the student may have forgotten some of the concepts taught. If the student has difficulty remembering the concepts, work through them again with the student.

Answers

1. a. 63, 64 b. 39, 40 c. 87, 88, 89, 90
2. a. 28, 47, 52, 61 b. 19, 33, 75, 84
3. a. 40, 69, 99 b. 67, 90, 28 c. 30, 51, 33
4. a. 55 b. 22 c. 97 d. 91 e. 57 f. 73
5. a. 14 b. 37 c. 90 d. 67 e. 29 f. 74
6. a. 22 b. 79 c. 15 d. 61 e. 44, 37 f. 93, 95

7.

14 16 20 13 17 12 18 15 11 19	twelve eleven nineteen eighteen thirteen fifteen sixteen fourteen seventeen twenty
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- 8.

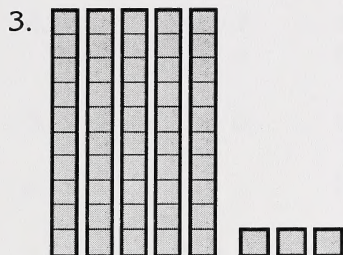
9. a. 9 c. 5 e. 30 g. 31 i. 17
b. 11 d. 13 f. 20 h. 24 j. 23
10. The student colours a, b, f, g, i, j, l, and m yellow; and c, d, e, h, k, n, and o purple.
11. a. The numbers are even because they end in either 2, 4, 6, 8, or 0.
b. The numbers are odd because they end in either 1, 3, 5, 7, or 9.
12. The student colours three cubes red and one cube blue, and four triangles red and two triangles blue.
- e. The student draws three red cubes and four red triangles in one circle, and one blue cube and two blue triangles in the other circle. (The student may interchange e and g.)
- f. red and blue or cubes and triangles
- g. The student draws three red cubes and one blue cube in one circle, and four red triangles and two blue triangles in the other circle.
- h. cubes and triangles or red and blue

Day 15

This is a review of Module 2, number concepts—working with larger numbers.

Answers

1. a. Estimates will vary. A good estimate would be somewhere around 22.
b. 2, 2
c. 22
d. This will depend on the student's estimate.
2. a. Estimates will vary. A good estimate will be somewhere around 38.
b. 3, 8
c. 38
d. This will depend on the student's estimate.



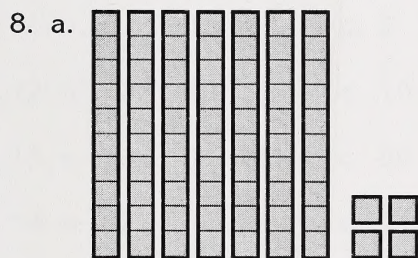
4. a. 9, 8 b. 98 c. 6, 5 d. 65

5. a. 46 c. 2, 26 e. 82 g. 5, 32
b. 3, 16 d. 4, 6 f. 6, 22 h. 7, 12, or 8, 2

6. a. 20 c. 90 e. 90 g. 60 i. 30
b. 40 d. 30 f. 10 h. 60 j. 20

- k. You round a number by bringing it to its nearest ten.
l. A number with 5 in the ones place will round to the larger ten.

7. a. These numbers should be circled: 62, 59, 55, 57, 63, 61, 64, 56, 58
b. These numbers should be circled: 85, 86, 87, 88, 89, 90, 91, 92, 93, 94

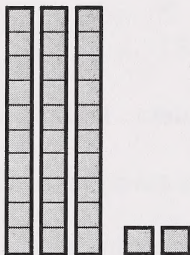


b.

Tens	Ones
7	4

- c. 7, 4
d. 74
e. tens
f. ones

9. a.



b.

Tens	Ones
3	2

c. 3, 2

d. 32

e. tens

f. ones

10. a.

87	6	21	80	31	81	7
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6	7	21	31	80	81	87
---	---	----	----	----	----	----

b.

13	15	63	19	32	59	100
----	----	----	----	----	----	-----

100	63	59	32	29	15	13
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Day 16

This is a review of Module 3.

Answers

1. a. 11 c. 10 e. 10 g. 11 i. 6 k. 11 m. 8 o. 7

b. 11 d. 2 f. 9 h. 11 j. 10 l. 9 n. 7

2. a. 6 b. 2 c. 0 d. 6

3. a. 5, 7 b. Add 4, 11, 10 c. Add 7, 12, 9

4. a. 6 c. 3 e. 7 g. 1 i. 3 k. 5 m. 1 o. 3
 b. 0 d. 4 f. 1 h. 6 j. 9 l. 10 n. 0

5. a. 7 b. 6 c. 10 d. 8

6. a. 8, 0 b. Subtract 4, 1, 4 c. Subtract 8, 1, 2

7. a. $12 - 8 = 4$, 4 c. $9 + 3 = 12$, 12
 b. $6 - 4 = 2$, 2 d. $8 - 5 = 3$, 3

8. a. $5 + 4 = 9$, $4 + 5 = 9$, $9 - 5 = 4$, $9 - 4 = 5$
 b. $7 + 4 = 11$, $4 + 7 = 11$, $11 - 7 = 4$, $11 - 4 = 7$
 c. $3 + 4 = 7$, $4 + 3 = 7$, $7 - 3 = 4$, $7 - 4 = 3$

9. a. 13 , $6 + 6 + 1 = 13$ d. 8 , $8 + 8 = 16$
 b. 17 , $8 + 8 + 1 = 17$ e. 7 , $7 + 7 = 14$
 c. 19 , $9 + 9 + 1 = 19$ f. 10 , $10 + 10 = 20$

10. a. 9 c. 18 e. 9 g. 7
 b. 16 d. 20 f. 17 h. 3

11. a. 2 b. 3 c. 2 d. 3

12. a. 13 b. 18 c. 10 d. 13

13. a. 59 b. 79 c. 99 d. 96 e. 96 f. 75

14. a. 82 b. 91 c. 71 d. 21 e. 23 f. 10

15. a. $32 + 57 = 89$, 89 b. $68 - 53 = 15$, 15

16. a. Geri is figuring out the answer in her head. She adds 35 and 20 which is easier than 35 plus 19. So she adds 10 plus 10 then subtracts the extra one.

b. 54

c. $42 + 10 + 10 + 10 + 10 - 1 = 81$

d. $88 - 10 - 10 - 10 - 10 - 10 - 10 - 10 + 1 = 29$

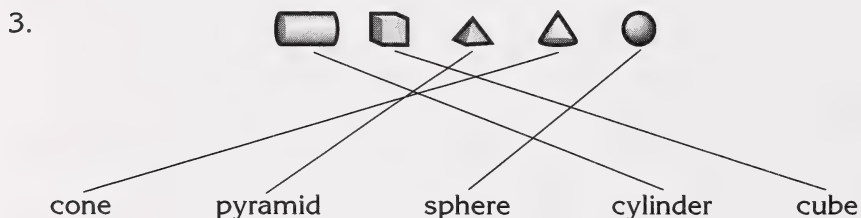
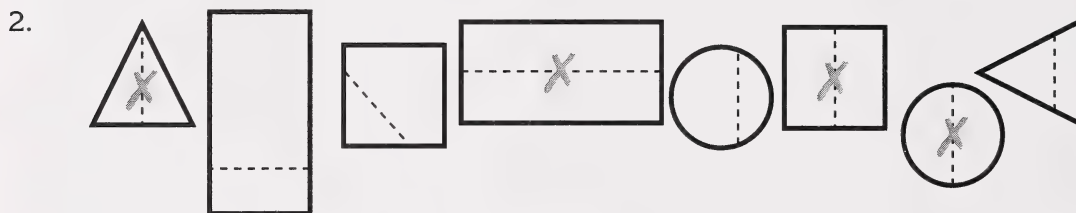
17. a. $60 + 20 = 80$
 b. $90 - 50 = 40$
18. a. $100 - 70 = 30$
 b. 98 rounds to 100 and 72 rounds to 70.

Day 17

This is a review of Module 4.

Answers

1. a. triangle, 3, 3 b. square, 4, 4 c. rectangle, 4, 4 d. circle, 0, 0







4. a. to e. The student draws objects that resemble the solid. For example, an ice cream cone for the cone or a ball for the sphere.
5. a. cube c. cylinder e. pyramid
 b. sphere d. cone
6. a. sphere, 0, 0, 0 c. cylinder, 2, 2, 0 e. cone, 1, 1, 1
 b. pyramid, 5, 8, 5 d. cube, 6, 12, 8
7. a. 12, 8 b. 8, 5
8. They are the same because they each have the same number of edges and vertices.

9. They are different because the solid object has faces and the skeletal model has no faces.
10. There are no edges or vertices. Sticks and marshmallows show the edges and vertices.

Day 18

This is a review of this module, Days 1 to 14.

Answers

1. a. 3, 2, 3 b. 1, 0, 0 c. 1, 8, 6 d. 7, 0, 4 e. 5, 3, 0 f. 0, 4, 3
 323 100 186 704 530 43
2. a. 136, 137, 138, 139, 140 c. 941, 942, 943, 944, 945
 b. 269, 270, 271, 272, 273 d. 578, 579, 580, 581, 582
3. a. 624, 626, 628, 630, 632 c. 362, 364, 366, 368, 370
 b. 798, 800, 802, 804, 806 d. 446, 448, 450, 452, 454
4. a. 780, 785, 790, 795, 800 c. 805, 810, 815, 820, 825
 b. 235, 240, 245, 250, 255 d. 190, 195, 200, 205, 210
5. a. 420, 430, 440, 450, 460 c. 800, 810, 820, 830, 840
 b. 240, 250, 260, 270, 280 d. 960, 970, 980, 990, 1000
6. a. 50, 100 b. 75, 100 c. 50, 75, 100 d. 50, 75
7. a. 100 b. 50 c. 75 d. 25
8. a. 12,  b. 16,  c. 25,  d. 9, 

- 9. a. The student draws four whitefish with two eyes each. 8
b. The student draws three packages with five muffins in each. 15
c. The student draws three cats with four legs each. 12
d. The student draws six nickles with 5¢ printed on each. 30
- 10. a. The student draws four seeds on each of the four buns. 4
b. The student draws six leaves on each of the two flags. 6
c. The student draws three cookies on each of the seven plates. 3
d. The student draws five apples on each of the three trees. 5
- 11. a. The student draws four candies each on six plates. 4
b. The students draws three wheels each on three tricycles. 3

When the student finishes the activities on Day 18, direct him or her to the Student Survey and Student Checklist in Assignment Booklet 7B. The student may work on these alone or with your help. Go over the responses and discuss them with the student. Give additional instruction as needed to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and the Home Instructor's Feedback forms for Days 10 to 18. The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 7B for marking.

ASSIGNMENT BOOKLET 7B

Grade Two Mathematics
Module 7: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Grading Scale

- A** – Very Satisfactory
- B** – Satisfactory
- C** – Needs Attention
- D** – Unsatisfactory

Apply Module Label Here

Name

Address

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*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Has your work been reread to be sure the spelling and details are correct?
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Module 7

Numbers Big and Small

Assignment Booklet 7B



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1. Draw the groups and fill in the boxes.

a. 3 groups of 5

d. 3 groups of 6

b. 2 groups of 3

e. 4 groups of 4

c. 6 groups of 2

f. 5 groups of 3



2. Solve the problems and draw a picture for each one.

- a. There are three cats in Cilia's yard.
How many ears are there in all?

There are ears in all.

- c. Tommy baked six muffins. Each
muffin has four raisins in it. How
many raisins are there in all?

There are raisins in all.

- b. Sharif has five goldfish. Each one
has three fins. How many fins are
there in all?

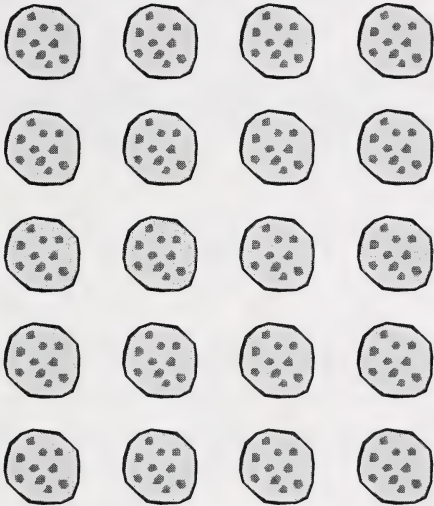
There are fins in all.

- d. Elsabe drew four gloves. How
many fingers did she draw in all?

Elsabe drew fingers in all.

3. Answer the questions.

a.

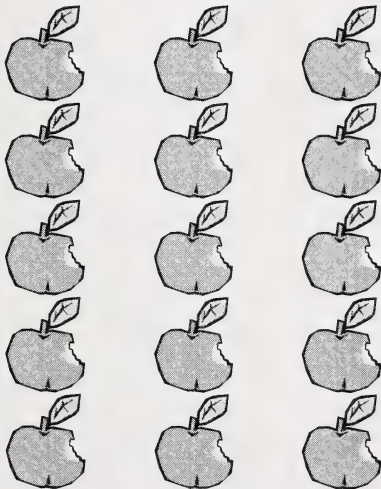


How many groups are there?

How many are in each group?

How many are there in all?

b.



How many groups are there?

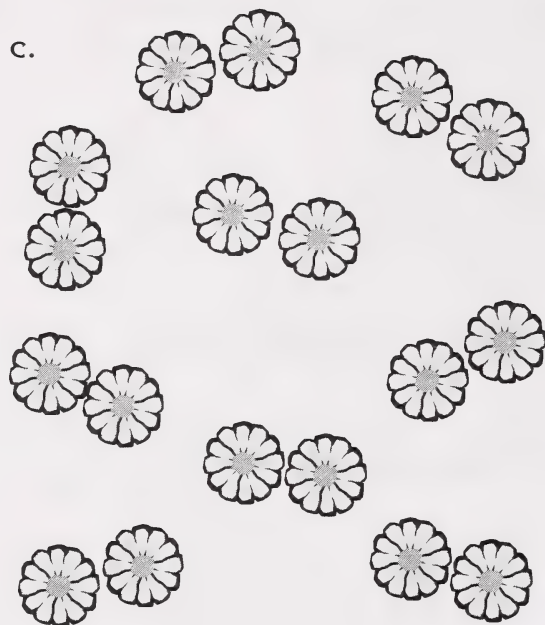
How many are in each group?

How many are there in all?



Answer the questions.

c.

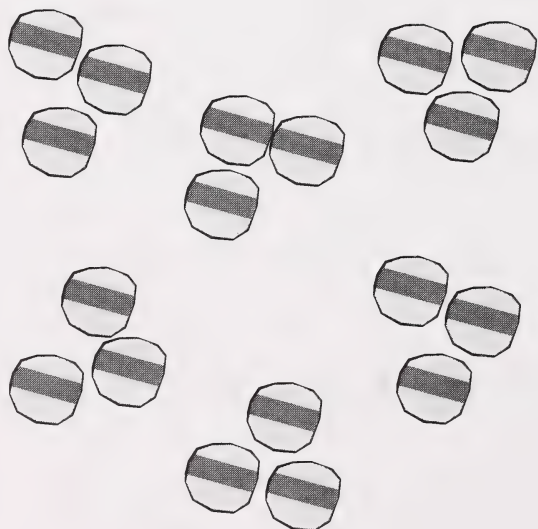


How many groups are there?

How many are in each group?

How many are there in all?

d.



How many groups are there?

How many are in each group?

How many are there in all?

Draw a picture for each one. Print the answer in the box.

1. Share 25 strawberries in 5 baskets.



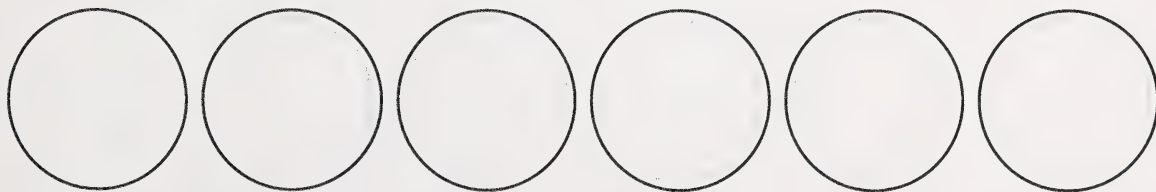
There are strawberries in each basket.

2. Share 18 leaves on 3 branches.



There are leaves on each branch.

3. Share 30 beans on six plates.



There are beans on each plate.

4. Share 14 flowers in 2 vases.



There are flowers in each vase.

5. Zena brought 12 oranges to share between four people. How many oranges did each person get?

Each person got oranges.

6. Freddie bought five packages of juice boxes. There are fifteen juice boxes in all. How many juice boxes are in each package?

There are juice boxes in each package.



Student Survey

Days 10 to 18

Think about what you have learned in Days 10 to 18. Then answer these questions.

What did you like best about Days 10 to 18?

List **three** things you learned about numbers in Days 10 to 18.

.....

Assignment Booklet 7B

Is there something you would like to know more about?

Is there something you still need help with?

Student Checklist

Days 10 to 18

I know how to . . .	Put a check mark beside the things you can do.
share objects equally with my manipulatives and in my pictures	

Home Instructor's Evaluation Checklist

Days 10 to 18

Specific Outcomes/ Concepts Learned	Has the student mastered the concept (yes or no)?
The student . . .	
demonstrates the processes of multiplication and division using manipulatives and diagrams	

Home Instructor's Feedback